

# Canadian and International Education / Education canadienne et internationale

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## Editor's Notes and Front Matter

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## Editor's Notes

The articles featured in this issue address three themes: the need to recognize and support diverse cultures and identities; how globalization can influence educational policy; and curriculum issues in two international settings.

The first paper, **Literacy, Diversity and Education: Meeting Contemporary Challenges** by Berger, Dei and Forgette-Giroux argues that in order to achieve equity and school success in Ontario's diverse classes, teachers should embrace alternative visions of schooling and recognize the importance of multiple and different literacies that their ethno-cultural students bring to the classroom.

Christine Wihak's paper, **Indigenous Education for Cultural Survival: The Mukushi Amerindians of Guyana** makes much the same argument set in a different context. She reports on how the Makushi people are attempting through education programs designed for their people to maintain their culture and language despite challenges of economic development in their region. Indigenous people in Canada engaged in the same struggles for cultural survival could draw lessons from the experiences of the Makushi.

The next three articles are concerned with educational policy changes in a globalized world. Jane Preston in her study **Educational Reform via School Councils: Comparing Saskatchewan's School Community Councils to an International Precedent** highlights some of the economic, social and political factors that influenced the development of school councils including accountability and decentralization. She notes the precedents for the development of school councils in England and Wales, and in the US. She concludes that the school community councils in Saskatchewan have much less power than their international counterparts.

## Note de la rédactrice

Les articles présentés dans ce numéro portent sur trois thèmes: le besoin d'identifier ainsi que de soutenir les cultures et les identités diverses; comment la globalisation influence la politique en éducation; et des questions sur les programmes scolaires dans deux pays internationaux.

Dans le premier article, « **Literacy, Diversity and Education: Meeting Contemporary Challenges** », Berger, Dei et Forgette-Giroux, soutiennent qu'afin de parvenir à l'équité et au succès dans les écoles en Ontario, les enseignants devraient adopter des visions alternatives de l'instruction et reconnaître l'importance des littératies multiples et différentes que leurs étudiants ethnoculturels apportent à la salle de classe.

Le travail de Christine Wihak, « **Indigenous Education for Cultural Survival: The Mukushi Amerindians of Guyana** » reprend le même argument dans un contexte différent. L'auteur rend compte de la façon dont le peuple Makushi maintient leur culture et leur langue par les programmes éducatifs en dépit des défis de développement économiques. Les indigènes au Canada engagés dans la même lutte pour la survie culturelle pourraient tirer des leçons des expériences du peuple Makushi.

Les trois prochains articles s'occupent des changements de politique éducative dans un monde globalisé. Jane Preston, dans son étude « **Educational Reform via School Councils: Comparing Saskatchewan's School Community Councils to an International Precedent** » souligne l'importance de certains facteurs économiques, sociaux et politiques qui ont influencé le développement des conseils d'école, ce qui inclut la responsabilité et la décentralisation. Elle prend note des précédents pour le développement des conseils d'école en Angleterre, au Pays de Galles, et aux États-Unis. Elle en conclut que les conseils de la communauté scolaire en Saskatchewan ont beaucoup moins de pouvoir que leurs homologues internationaux.

Ezzedine Mosbah and Mohamed Bachta in **Mesure et analyse de l'efficacité des établissements de la formation professionnelle en Tunisie** address another theme prevalent in our globalized world: namely, efficiency of learning institutions. They focus on public training establishments in Tunisia using an economic statistical model to measure efficiency. Those institutions deemed most efficient not only were able to economize on costs of training but were also meeting a market demand by training needed technicians. The key to efficiency lies not only in a judicious use of funds for training but also in the type of job preparation and the market demand for services.

One of the goals of developing nations hoping to prepare citizens for the global economy has been to promote and expand education at the tertiary level. In order to implement the expansion, developing countries have had to work with organizations like the International Monetary Fund (IMF) and the World Bank (WB) which will make their financial support conditional upon the levy of extra fees and a rise in tuition costs for students. Grace Puja provides an example of such a change in the delivery of tertiary education in Tanzania and hardships experienced by the students in her paper **Cost-Sharing in Higher Education in Tanzania: The Experience of the 1990s and One Decade Later**.

The final two articles relate more to curriculum issues but are linked to effects of globalization as well. Kazuko Kurihara's paper, **Japanese Aesthetics and English Education in the Global Age** traces the change in focus in English language education in Japan. She laments the fact that in our global age, students focus on a more functional approach to English and no longer bother with reading the great dramas and poetry of English authors. She argues that the functional approach has failed to produce competent English speakers.

Ezzedine Mosbah et Mohamed Bachta dans l'article « **Mesure et analyse de l'efficacité des établissements de la formation professionnelle en Tunisie** » adressent un autre thème répandu dans notre monde globalisé, à savoir l'efficacité des établissements d'enseignement. Ils mettent l'accent sur les établissements de formation public en Tunisie utilisant un modèle statistique économique pour mesurer l'efficacité. Les établissements considérés les plus efficaces pouvaient non seulement économiser des coûts de formation, mais répondaient également à une demande du marché par la formation nécessaire des techniciens. La clé de l'efficacité réside non seulement dans une utilisation judicieuse des fonds pour la formation mais aussi dans le type de préparation à l'emploi et la demande du marché pour les services.

L'un des objectifs des pays en développement qui espèrent préparer les citoyens pour l'économie globale a été de favoriser et augmenter l'éducation au niveau tertiaire. Afin de mettre en œuvre l'expansion, les pays en développement ont dû travailler avec des organismes comme le Fonds Monétaire International (FMI) et la Banque Mondiale (BM), ce qui rendront leur aide financière liée du prélèvement des honoraires supplémentaires et une hausse des frais de scolarité pour les étudiants. Grace Puja fournit un exemple d'un tel changement dans la prestation de l'éducation tertiaire en Tanzanie ainsi que les difficultés rencontrées par les étudiants dans son article « **Cost-Sharing in Higher Education in Tanzania : The Experiences of the 1990s and One Decade Later** ».

Les derniers deux articles concernent des questions sur les programmes scolaires, mais sont aussi liés aux effets de la globalisation. Le travail de Kazuko Kurihara, « **Japanese Aesthetics and English Education in the Global Age** » retrace le changement d'éducation en langue anglaise au Japon. Elle déplore le fait que dans notre ère globale, les apprenants se concentrent sur une approche fonctionnelle d'anglais et ne prennent plus la peine de lire les grands drames et la poésie des auteurs anglais. Elle soutient que l'approche fonctionnelle n'a pas réussi à produire des locuteurs compétents de la langue anglaise.

Burckin Dal in **Identifier les attitudes des étudiants en géographie après leurs études secondaires**, addresses another curriculum issue, namely, learners' approaches to geography courses of first year university students in Turkey. He hoped that students would move beyond an instrumental approach to their studies and seek profound understanding of the subject. He measured their degree of confidence in undertaking various aspects of university study at the beginning and end of the first semester. He found that although overall their self-confidence grew, they did not value a more profound understanding of the subject. Could this be because in a globalized age, students concentrate more on the functional in order to succeed as was evidenced in the previous article? Or is it simply that in the first year of study, they have not yet become sufficiently engaged with the subject?

Several of the articles in this issue appear after extensive work Dien Tran did with the authors to help them to produce papers fitting for publication. His devotion to the CIE and to excellence in the scholarly papers published in it never flagged. The journal will carry on at UWO but the contributions of Dien Tran to the journal will not be forgotten. Please read this issue as a testament to his commitment to the *Canadian and International Education Journal*.

Suzanne Majhanovich,  
Editor

Burckin Dal dans l'article « **Identifier les attitudes des étudiants en géographie après leurs études secondaires** » adresse encore une question sur le programme scolaire, à savoir, les approches des apprenants universitaires en première année aux cours de géographie en Turquie. Il a espéré que les apprenants iraient au-delà d'une approche instrumentale à leurs études et chercheraient une compréhension profonde du sujet. Il a mesuré leur degré de confiance en entreprenant les divers aspects de l'étude universitaire au début et à la fin du premier semestre. Bien que leur confiance en soi se soit développée, il a trouvé que les apprenants n'ont pas apprécié une compréhension plus profonde du sujet. La cause de ce problème pourrait-elle être que les apprenants préfèrent se concentrer plus sur le fonctionnel afin de réussir dans une ère globale, comme dans l'article précédent ? Ou bien, est-il simplement que dans la première année d'étude, ils ne sont pas encore suffisamment engagés avec la matière?

Plusieurs des articles dans ce numéro paraissent après le travail intensif que Dien Tran a fait avec les auteurs afin de les aider à produire des articles qui conviennent à la publication. Son dévouement à la *Revue de l'éducation canadienne et internationale* et au niveau de perfection des articles académiques publiés dans la Revue ne s'est jamais ralenti. La *Revue ECI* continuera à l'UWO mais les contributions de Dien Tran ne seront pas oubliées. Veuillez lire ce numéro comme témoignage de son engagement à la *Revue de l'éducation canadienne et internationale*.

Suzanne Majhanovich,  
Rédactrice

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## UPCOMING CONFERENCES/FUTURES CONFÉRENCES

### **CSSE/CIESC Annual Conference 2010**

28-31 May 2010 Concordia University Montreal

Pre-conference sessions: 27 May 2010

Theme: **Connected Understanding/ Le savoir branché**

The CSSE/CIESC Annual Conference is held in conjunction with the Congress of the Humanities and Social Sciences. This bilingual conference provides an opportunity for the discussion of educational issues among scholars from across the nation. CSSE encourages participatory sessions in various formats including themed, symposium/panel, round table, multiple paper, single paper, and posters (featuring the use of graphic or other multimedia materials).

Please check the CIESC Website for more details regarding the Michel Laferrière and Douglas Ray Awards, and the CIESC Travel grants.

**Website:** <http://www.edu.uwo.ca/ciesc>

### **The 7<sup>th</sup> International Conference on Comparative Education and Teacher Training**

Organized by the Bulgarian Comparative Education Society (BCES)

30 June- 3 July 2009 Sofia, Bulgaria

The thematic sections of the conference include:

1. **Comparative Education as a University Discipline**  
Chair: Prof. Dr. Charl Wolhuter, South Africa, [Charl.Wolhuter@nwu.ac.za](mailto:Charl.Wolhuter@nwu.ac.za)
2. **Pre-service and In-service Teacher Training**  
Chair: Dr. Bruno Leutwyler, Switzerland, [bruno.leutwyler@phz.ch](mailto:bruno.leutwyler@phz.ch)
3. **Education Policy and Reforms**  
Chair: Assoc. Prof. Dr. Marinela Mihova, Bulgaria, [marinela.mihova@gmail.com](mailto:marinela.mihova@gmail.com)
4. **Higher Education, Lifelong Learning and Social Inclusion**  
Chair: Dr. James Ogunleye, England, [J.Ogunleye@gre.ac.uk](mailto:J.Ogunleye@gre.ac.uk)

**Website:** <http://bces.conference.tripod.com/>

### ***The 54<sup>th</sup> Annual Conference of the Comparative and International Education Society (CIES)***

1-5 March, 2010 Chicago, Illinois

Theme: **Reimagining Education**

Note: The deadline for proposals is September 4, 2009.

**Website:** <http://cies2010.msu.edu>

Inquiries: [cies2010@msu.edu](mailto:cies2010@msu.edu)

### **XIV World Congress of Comparative Education Societies (14-18 June, 2010), Boğaziçi University, Istanbul, Turkey.**

Theme: Bordering, Re-bordering and New Possibilities in Education and Society.

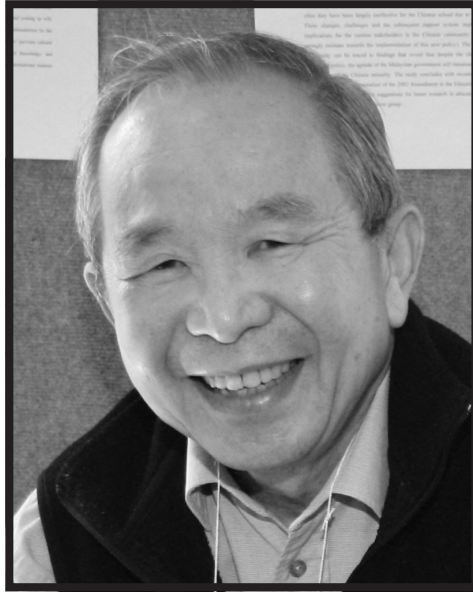
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## In Memoriam

**Dien Ngoc Tran**  
**1941-2009**



The Comparative and International Education Society of Canada and the *Canadian and International Education* journal have lost a stalwart and devoted supporter with the death of Dr. Dien Tran on February 19, 2009 from complications after open-heart surgery. It is difficult to enumerate all the many contributions Dien made to both the Society and the journal, because everything he did was done with great willingness, but also efficiently, quietly and modestly, such that it was difficult to appreciate just how much he was doing until now when he is no longer there to undertake some task on our behalf, and we realize that things we took for granted will now have to be assigned to others.

On several occasions he organized the CIESC conference program. In recent years he was responsible for keeping the website current and arranging for messages to be posted to the site. If anyone wanted to have an announcement sent out to the membership, we always just had to ask Dien to take care of it and he did.

Most of all, however, he worked tirelessly on the *Canadian and International Education* journal as Administrative Assistant, a job he undertook as a volunteer, accepting only the occasional honorarium. In effect, he was the factotum for the journal, keeping the books, looking after the subscription lists, dealing with subscription agencies, corresponding with reviewers and contributors, especially francophone contributors, as he spoke French fluently. Dien also formatted the journal and took care of any French translations needed.

When the Society was looking for a new editor for the journal in 2005, it was Dien Tran who came to speak to Allan Pitman, then CIESC president, and to myself urging that the University of Western Ontario take on the responsibility of publication. Dien had worked out a plan of action that would make it possible for UWO to publish the journal, and offered himself as administrative assistant to help out in any way he could. I accepted the editorship, greatly relieved that my work would be supported by Dien. Indeed, Dien had previous experience with the journal and with preparing books for publication as he had worked closely with David Radcliffe and Douglas Ray when they were editors of the *CIE* at UWO. He also worked with Douglas Ray on several of his books. Dien more than lived up to his promises for the journal. It will be almost impossible to replace him.

One of the greatest contributions Dien made to the *CIE* was the momentous task of preparing the cumulative index of the journal which we published in Volume 36:3, 2007. This index is Dien's legacy to the field and provides a wonderful resource for researchers in the field.

Dien was a scholar in his own right and had many publications in his native Vietnamese, in French and in English. He was always helpful and encouraging to international students, helping them however he could and urging them to publish their research and present at the CIESC conference. He was widely travelled, and often went to France and to Japan, meeting with international academic colleagues and delivering scholarly presentations.

Dien Tran was a wonderful human being, kind, quiet and unassuming, but always eager to help any way he could. Our sincere condolences are offered to his grieving family which includes a son, a daughter, two grandchildren and three brothers and their families. Dien's wife, Dr. Phi-Phung Jeannette Tran predeceased him in 2004.

Dien, you were a dear friend and you will be sadly missed. This issue of the *Canadian and International Education* journal is dedicated to your memory.

Suzanne Majhanovich,  
Editor